

## Forest Hills Elementary

633 Hiers Corner Road  
Walterboro, SC 29488

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	650 Students	
<b>Principal</b>	Gloria S. Valentine	843-549-2119
<b>Superintendent</b>	Charles W. Gale Jr.	843-549-5611
<b>Board Chair</b>	Michael Crosby	843-549-5715

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	6	51	46	6

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Good	No
<b>2005</b>	Average	Unsatisfactory	No
<b>2006</b>	Average	Unsatisfactory	No

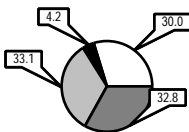
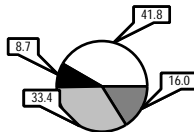
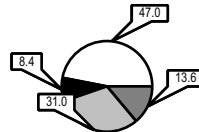
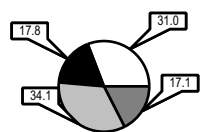
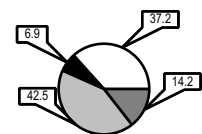
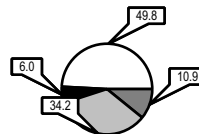
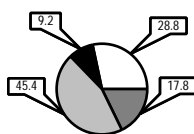
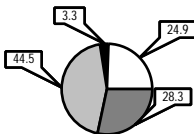
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	307	95.1	29.8	33.8	32.0	4.4	43.4	Yes	Yes
<b>Gender</b>									
Male	150	93.3	38.5	28.5	30.8	2.3	35.4	N/A	N/A
Female	157	96.8	21.8	38.7	33.1	6.3	50.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	134	94.0	20.5	35.9	37.6	6.0	52.1	Yes	Yes
African American	151	96.0	40.4	31.6	25.0	2.9	33.1	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	91.7	0.0	40.0	50.0	10.0	80.0	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	273	100.0	27.8	33.7	33.7	4.7	45.9	N/A	N/A
Disabled	34	55.9	58.8	35.3	5.9	0.0	5.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	307	95.1	29.8	33.8	32.0	4.4	43.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	13	92.3	0.0	27.3	63.6	9.1	81.8	I/S	I/S
Non-Limited English Proficient	294	95.2	31.0	34.1	30.7	4.2	41.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	218	95.9	36.7	33.2	27.6	2.6	34.7	Yes	Yes
Full-pay meals	89	93.3	11.8	35.5	43.4	9.2	65.8	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	307	95.4	39.6	34.4	16.8	9.2	34.4	Yes	Yes
<b>Gender</b>									
Male	150	93.3	45.4	30.8	15.4	8.5	30.8	N/A	N/A
Female	157	97.5	34.3	37.8	18.2	9.8	37.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	134	94.8	28.8	36.4	22.0	12.7	44.1	Yes	Yes
African American	151	96.0	51.5	32.4	9.6	6.6	23.5	No	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	91.7	20.0	30.0	40.0	10.0	50.0	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	273	100.0	38.4	34.1	17.6	9.8	35.7	N/A	N/A
Disabled	34	58.8	55.6	38.9	5.6	0.0	16.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	307	95.4	39.6	34.4	16.8	9.2	34.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	13	92.3	0.0	27.3	63.6	9.1	81.8	I/S	I/S
Non-Limited English Proficient	294	95.6	41.2	34.7	14.9	9.2	32.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	218	96.3	46.7	35.5	11.2	6.6	26.9	No	Yes
Full-pay meals	89	93.3	21.1	31.6	31.6	15.8	53.9	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	307	100.0	47.0	31.0	13.6	8.4	22.0
<b>Gender</b>							
Male	150	100.0	52.9	28.6	10.0	8.6	18.6
Female	157	100.0	41.5	33.3	17.0	8.2	25.2
<b>Racial/Ethnic Group</b>							
White	134	100.0	38.4	30.4	17.6	13.6	31.2
African American	151	100.0	58.5	29.6	9.9	2.1	12.0
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	9.1	36.4	18.2	36.4	54.5
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	273	100.0	42.7	32.9	14.9	9.4	24.3
Disabled	34	100.0	81.3	15.6	3.1	0.0	3.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	307	100.0	47.0	31.0	13.6	8.4	22.0
<b>English Proficiency</b>							
Limited English Proficient	13	100.0	0.0	50.0	16.7	33.3	50.0
Non-Limited English Proficient	294	100.0	49.1	30.2	13.5	7.3	20.7
<b>Socio-Economic Status</b>							
Subsidized meals	218	100.0	54.6	30.2	10.7	4.4	15.1
Full-pay meals	89	100.0	28.0	32.9	20.7	18.3	39.0

<b>Social Studies</b>							
All Students	307	100.0	31.0	34.1	17.1	17.8	34.8
<b>Gender</b>							
Male	150	100.0	37.9	30.0	17.9	14.3	32.1
Female	157	100.0	24.5	38.1	16.3	21.1	37.4
<b>Racial/Ethnic Group</b>							
White	134	100.0	27.2	32.8	19.2	20.8	40.0
African American	151	100.0	36.6	34.5	14.1	14.8	28.9
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	9.1	36.4	27.3	27.3	54.5
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	273	100.0	26.7	34.9	18.8	19.6	38.4
Disabled	34	100.0	65.6	28.1	3.1	3.1	6.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	307	100.0	31.0	34.1	17.1	17.8	34.8
<b>English Proficiency</b>							
Limited English Proficient	13	100.0	8.3	33.3	25.0	33.3	58.3
Non-Limited English Proficient	294	100.0	32.0	34.2	16.7	17.1	33.8
<b>Socio-Economic Status</b>							
Subsidized meals	218	100.0	37.6	33.7	14.1	14.6	28.8
Full-pay meals	89	100.0	14.6	35.4	24.4	25.6	50.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	93	100.0	12.5	36.4	45.5	5.7	51.1
	4	100	99.0	35.1	48.9	16.0	0.0	16.0
	5	105	100.0	32.0	53.0	14.0	1.0	15.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	99	97.0	10.9	32.6	45.7	10.9	56.5
	4	102	96.1	38.7	28.0	32.3	1.1	33.3
	5	106	92.5	40.2	41.4	17.2	1.1	18.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	93	100.0	25.0	42.0	15.9	17.0	33.0
	4	100	100.0	42.1	44.2	10.5	3.2	13.7
	5	105	100.0	43.0	46.0	8.0	3.0	11.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	99	98.0	20.4	38.7	24.7	16.1	40.9
	4	102	96.1	43.0	31.2	17.2	8.6	25.8
	5	106	92.5	56.3	33.3	8.0	2.3	10.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	93	100.0	36.4	36.4	20.5	6.8	27.3
	4	100	100.0	53.7	30.5	10.5	5.3	15.8
	5	105	100.0	57.0	30.0	8.0	5.0	13.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	99	100.0	32.6	35.8	25.3	6.3	31.6
	4	102	100.0	48.5	27.8	10.3	13.4	23.7
	5	106	100.0	60.0	29.5	5.3	5.3	10.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	93	100.0	15.9	42.0	17.0	25.0	42.0
	4	100	100.0	33.7	48.4	14.7	3.2	17.9
	5	105	100.0	37.0	40.0	13.0	10.0	23.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	99	100.0	10.5	31.6	27.4	30.5	57.9
	4	102	100.0	35.1	29.9	17.5	17.5	35.1
	5	106	100.0	47.4	41.1	6.3	5.3	11.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 650)</b>				
First graders who attended full-day kindergarten	93.5%	Up from 90.5%	100.0%	100.0%
Retention rate	3.8%	No change	3.6%	2.8%
Attendance rate	95.9%	Up from 95.5%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.9%	Down from 5.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	4.6%	Down from 5.4%	0.4%	0.0%
Eligible for gifted and talented	9.7%	Down from 11.0%	7.0%	10.4%
On academic plans	0.0%	N/AV	43.5%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	5.8%	Down from 7.1%	8.6%	7.5%
Older than usual for grade	2.0%	Up from 1.9%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Down from 2.7%	0.0%	0.0%
<b>Teachers (n= 47)</b>				
Teachers with advanced degrees	38.3%	Down from 40.9%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	5.2%	N/A	2.6%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 2.6%	0.0%	0.0%
Teachers returning from previous year	87.0%	Up from 85.6%	87.1%	87.3%
Teacher attendance rate	87.5%	Down from 98.4%	95.0%	94.9%
Average teacher salary	\$39,307	Up 1.4%	\$42,210	\$42,485
Prof. development days/teacher	22.2 days	Up from 15.6 days	13.2 days	13.3 days
<b>School</b>				
Principal's years at school	11.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 19.1 to 1	17.8 to 1	18.6 to 1
Prime instructional time	76.3%	Down from 88.2%	89.7%	89.7%
Dollars spent per pupil*	\$5,480	Up 9.8%	\$6,783	\$6,557
Percent of expenditures for teacher salaries*	74.2%	Up from 69.4%	63.7%	64.0%
Percent of expenditures for instruction*	76.7%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.1%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Average	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	11.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.7%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This has been a great year at Forest Hills Elementary School. We enjoyed a new addition of eleven new classrooms and a science lab. Our media center and literacy rooms were renovated. Our computer lab was updated with twenty-six new computers.

Our students have performed well academically on Benchmark tests and also continue to improve their social skills as evidenced by a continued decline in teacher office referrals. Our school was served by curriculum facilitator Janis Headden, science coach Cindy Riley, and literacy coach Miriam Humphries. Our Teacher of the Year was Audrey Pellow and our Rookie Teacher of the Year was Pam Frazier. Robert Hutchison was named Wal-Mart Teacher of the Year for Colleton County. Reading Recovery Interventionists were provided by our Reading First Grant. We employed two assistants to tutor students in fourth and fifth grade math and ELA. We employed a part-time school social worker to work with families. We implemented a Character Intervention Class for small group counseling. Our students grades 3-5 were offered an after-school academic remediation and enrichment program.

Special recognition assemblies were held where honor roll, good class citizens, and attendance awards were given. We conducted monthly School-wide Title I Planning/School Improvement Council/Parent Advisory Council and PTO meetings. We participated in COACH, Walk America and Relay for Life community activities. We collected funds for Katrina relief and other United Way projects.

Forest Hills Elementary School families, faculty and staff all worked with our students to help them become responsible and caring citizens who lead happy, healthy and productive lives.

Forest Hills is a great place to learn.

Tammy Padgett, School Improvement Chairperson  
Gloria S. Valentine, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	46	89	41
Percent satisfied with learning environment	89.1%	87.5%	87.5%
Percent satisfied with social and physical environment	84.8%	87.5%	85.4%
Percent satisfied with school-home relations	73.3%	75.0%	84.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.